

ONE OF THE FIRST NEW LITERACY COORDINATOR TRAININGS WITH ROLLA LITERACY COORDINATOR



Seated left to right: Shirley Hobson, Rolla Literacy Coordinator; Jennifer Swanson, Houston Literacy Coordinator; Dwayne Whittington, West Plains Program Director and Suzanna Johnston, West Plains Literacy Coordinator meet at Rolla Technical Institute for training. Hobson has served as Literacy Coordinator in the Rolla Program for 10 years.

John Stains has brought an innovative approach to the area of training Literacy Coordinators for Adult Education Programs. Stains began his duties in October of 2006 as State Supervisor for Supplemental Literacy. Rather than spending state dollars on travel expenses and facilities to train large groups, new Literacy Coordinators are receiving their initial training from experienced Coordinators. Stains has compiled a list of those Coordinators with several years experience, and he tries to match the new ones with the one nearest to them.

On August 29, Shirley Hobson, Literacy Coordinator for the Rolla Program, met with Suzanna Johnston from the West Plains program, Jennifer Swanson from the Houston program, and Dwayne Whittington West Plains Program Director. Ms. Johnston and Ms. Swanson have both been Coordinators for a while, but felt they needed more training and direction. Mr. Whittington is relatively new as a Director, and he thought learning more about the Literacy Program would be helpful to him, also.

The training took place at Rolla Technical Institute. Everyone involved said they got a lot of benefit from it, including Ms. Hobson, who said exchanging ideas is always a good educational tool.

Did You Know?

Interesting Facts about the GED

Contact Person: Tina Liston,
Professional Development Specialist
tliston@mail.ncmissouri.edu
www.maelpdc.org

The first GED Tests were developed in 1942 to help returning World War II veterans finish their studies and re-enter civilian life. Then, as now, the GED Tests measured the academic skills and knowledge expected of high school graduates in the United States.

History of the GED

In 1942, the United States Armed Forces Institute asked the American Council on Education (ACE) to develop a battery of tests to measure high school-level academic skills. These Tests of General Educational Development gave military personnel and veterans who had entered World War II service before completing high school a way to demonstrate their knowledge. Passing these tests gave returning soldiers and sailors the academic credentials they needed to get civilian jobs.

In 1947, ACE granted New York State permission to administer the tests to civilians who had not completed high school. By the early 1960s, the majority of GED test takers were civilians.

By the 1970s, most jobs required a much broader understanding of academic subjects. Therefore, in 1972 ACE released a new series of GED Tests that reflected students' need for knowledge and skills beyond the high school level. The 1972 Series GED Tests required more critical thinking than the 1942 edition, which mainly required students to recall general facts.

ACE revised the GED Tests for a third time in 1988. The most noticeable change to the series was the addition of a writing sample, or essay. The new tests placed more emphasis on socially relevant topics and problem-solving skills. For the first time, surveys of test-takers found that more students (65%) were taking the test to continue their education beyond high school than to get better employment (30%).

The current series, introduced in 2002, covers more business-related topics and more adult-relevant questions and reading material than ever before. For example, while students don't perform scientific experiments as part of the test, they must explain how to conduct one, interpret results, and apply information gathered. The current series also better reflects the cultural diversity found throughout the United States.

Who Is Getting a GED?

Common reasons for GED recipients not having received a high school diploma include: immigration to the United States or Canada; home schooling; and leaving high school early due to a lack of interest, the inability to pass required courses, the need to work, or personal problems.

More than 15 million people have received a GED credential since the program began. One in every seven Americans with high school credentials received the GED, as well as one in twenty college students. Seventy percent of GED recipients complete at least the 10th grade before leaving school, and the same number are over the age of 19, with the

average age being 24.

In addition to English, the GED Tests are available in Spanish, French, large print, audiocassette, and Braille. Tests and test preparation are routinely offered in correctional facilities and on military bases in addition to more traditional settings.

Some of the most famous GED recipients are:

- Wally Amos- Famous Amos
- Bo Bice, singer
- Peter Billingsley, actor
- Augusten Burroughs, writer
- Ben Nighthorse Campbell, former U.S Senator
- Aaron Carter, entertainer
- Michael Chang, pro tennis player
- Richard Carmona, 17th Surgeon General of the U.S.
- Tré Cool, musician, drummer for Green Day
- Bill Cosby, actor, comedian, and television personality
- Michael J. Fox, actor
- John Frusciante, guitarist for Red Hot Chili Peppers
- Jerry Garcia, Grateful Dead vocalist and guitarist
- Chad I. Ginsburg, entertainer
- Eddie Guerrero, professional wrestler
- Paris Hilton, socialite and entertainer
- T.J. Houshmandzadeh, professional football player in the NFL
- D.L. Hughley, actor and comedian
- Peter Jennings, ABC News anchor
- Waylon Jennings, singer and guitarist
- Brandon Lee, actor
- Sanjaya Malakar, American Idol Season 6 finalist
- Bam Margera, professional skateboarder and television personality
- Kelly McGillis, actress
- Ruth Ann Minner, Governor of Delaware
- John Michael Montgomery, singer
- Danica Patrick, Indy Racing League driver
- Mary Lou Retton, Olympic medal-winning gymnast
- Chris Rock, comedian

*Did You Know,
(cont. from page 3)*

- Michelle Rodriguez, actress
- Jessica Simpson, entertainer
- Christian Slater, actor
- Jeffrey Stout, telecommunications program writer
- Dave Thomas, founder of Wendy's Restaurant
- Ron Turcotte, Triple Crown-winning jockey
- Mark Wahlberg, actor

A number of fictional characters have also received their GED.

- Earl and Randy Hickey - *My Name is Earl*
- Kim Bauer - *24*
- James Evans, Sr. - *Good Times*
- Homer Simpson - *The Simpsons*
- Cosmo Kramer – *Seinfeld*
- Mark Mack - *Oz*
- Mr. Hooper-Sesame Street

PD for Professional Development

Contact Person: Jana Groner

Professional Development Specialist

Email address: jgroner@mail.ncmissouri.edu

Professional Development (PD) is a continuing process that enhances personal and professional development. You need to take sole responsibility for your professional development (Jones and Lowe, 1982).

Since the primary purpose is to benefit the individual, professional development should be planned and managed by the individual. The Missouri Adult Education and Literacy Professional Development Center assists teachers in managing their professional development by introducing beginning teachers to the *Teacher Certification Record Sheet* in the first class they take, The Pre-Certification Workshop.

Being accountable for professional development means that teachers take responsibility for three important aspects of their professional development (PD): planning, locating resources, and receiving feedback.

DEVELOP A PLAN

Developing a plan for PD is essential because it encourages the planning of professional self-improvement activities in a proactive manner.

PD,

Continued on page 6

News & Notes From August 23

Supplemental Literacy Meeting

Submitted by: John Stains

DESE State Supervisor

It was announced that part of the Student Achievement in Reading (STAR) project will be to have Literacy Coordinators to participate. This project focuses on reading instruction for intermediate level students (4th-8th grade levels). The intent is to have the Supplemental Literacy Programs be able to transition the literacy students into the STAR project. More details will be announced as information becomes available.

The original amount of WIA incentive funds allocated to Literacy has been INCREASED from \$75,000.00 to \$100,000.00. Money is allocated in 4 areas:

Workshops for LC's

LC workshops will be conducted in the Spring of 08 and either the fall of 08 or Spring of 09. The targeted time for next spring's is as a pre conference session at COABE to be held in St. Louis. It was pointed out that expenses can be paid for either out of the workshop allocation or the travel allocation. After extensive discussion the group agreed the theme of the workshop will be on how to be effective trainers for tutors. This will include content strategies. The group will meet in the fall to start organizing the workshop.

Travel expenses for PD activities

This money will be used to pay for LC PD activities, including, but not limited to Star Project, other LC workshops, local travel expenses.

Literacy Materials

This allocation will be used to purchase literacy materials that can be used in the local programs. This can be done two ways; allocate the money to local program budgets or state wide purchase be made and disburse the materials to local programs. A decision on this will be made by the State office sometime this fall.

Marketing tools for literacy

The group recommended a state wide Public Service Announcement be produced for both TV and Radio and the PSA be designed and distributed to the local programs. The PSA's should allow for local specific information be added. The State Office will begin investigating this project and more information will follow as it becomes available.

Attending the meeting in Jeff City August 23: Mary Ann Kramer, St. Louis Public Schools; Sarah Beaman-Jones, LIFT; Shirley Hobson, Rolla Literacy Coordinator; Caroline Mitchell, St. Louis Y.M.C.A. Literacy Council; Don Johnson, Crowder College Literacy Coordinator; Tina Liston, MAEL-PDC and Patty Kueckelhan, Dept. of Corrections.

Thanks to those who participated in the meeting. The next meeting will be scheduled later in the fall to begin work on developing our first LC workshop to be held next spring.

PD,

(cont. from page 4)

The Personal Professional Development Model (Jones, & Lowe 1982, 1985) is a planning process that has been used successfully by part-time teachers in achieving their professional development goals. There are four phases* of the model: initiating, planning, managing, and evaluating. *Three of the stages are reflective.

IDENTIFY RESOURCES

Successful implementation of a professional development plan requires resources.

Examples of resources might include print and non print materials, staff development opportunities within a local program, professional development opportunities offered by MAEL PDC and other adult educators. Books and articles are also essential in the learning process.

RECEIVE FEEDBACK

Another important aspect of professional development is feedback. Although self-assessment can be one means of receiving feedback, it is important to involve others in this process as well. Adult basic education teachers have identified receiving feedback in a non-threatening environment as a key element in successful professional development efforts (Lowe 1990a; Smith and Bowes 1986).

GUIDELINES FOR MANAGING YOUR PROFESSIONAL DEVELOPMENT

The following guidelines for managing professional development are derived from research and practice cited in the literature (Bowes 1984; Jones and Lowe 1985, 1990; Low 1990a, a; "Principles and Techniques for Effective ABE Staff Development" 1988; Smith and Bowes 1986).

Prepare for professional development activities by defining what is to be learned; deciding how to proceed; selecting methods, activities and resources; securing your supervisor's support; and thinking through logistical considerations such as time, place and pacing. This advance planning will help ensure success.

Write only one or two sentences about what you hope to accomplish and stating no more than three objectives. You will avoid frustration by not attempting too much at one time.

Be aware that such factors as lack of time, resources, or administrative support may deter or hinder your professional development. Acknowledging that such factors exist is the first step in overcoming them.

Form a network of individuals who can provide ongoing feedback on the types of changes you are trying to make. The network can include other teachers in your program, your supervisor, and professional colleagues you have met at conferences and staff development activities.

Attend a professional conference as part of your plan for professional development. Conferences are excellent places to meet people who have similar interests and to discover new resources. Since conference attendance alone is not likely to change your performance, develop follow-up and reinforcing mechanisms, such as keeping in touch with the people you met, acquiring and using the resources and so forth.

Enlist the assistance of colleagues at your work site. They can provide the support, resources, and ongoing feedback

PD,

(cont. from page 6)

required to implement new practices.

Make on-site visits to other programs. These visits can enhance your understanding of teaching practices and expand your professional network.

Select one of your peers to be your partner in learning a new technique or procedure. Working in pairs provides an opportunity to practice and receive feedback in a non threatening environment.

Join an adult education professional association. Professional associations provide publications such as newsletters and journals that serve as resources. They also sponsor conferences and workshops that offer opportunities for professional networking. The Missouri Association for Adult Continuing and Community Education (MAACCE*) focuses on “lifelong learning by enhancing the growth and development of professionals with diverse roles as they address the changing needs of their communities”. To access information about the Missouri association and how to become an active member use the following link <http://www.maacce.org/index.php>

The National Association for Commission on ADULT BASIC EDUCATION (COABE*) focuses on “providing leadership, communication, professional development and advocacy for adult education and literacy practitioners.” To access information about the National association and how to become an active member use the following link <http://www.coabe.org/>

*Note: COABE and the Missouri Association for Adult, Continuing and Community Education (MAACCE) are hosting the 2008 COABE National Conference to be held in St. Louis, Missouri.

Become familiar with the resources available through the ERIC system. ERIC, the Educational Resources Information Center, is a federally funded information system that collects and disseminates information on all aspects of education. A number of ERIC Clearinghouses provide free or low cost resources that can be used to support your professional development.

REFERENCES

Bowes, S. G. “Self-Directed Staff Development for ABE Teachers.” *Adult Literacy and Basic Education* 8, no. 3 (1984): 147-153. (ERIC No. EJ 324 852).

Jones, E. V., and Lowe, J. H. “Teacher Evaluation and Staff Development in Adult Basic Education (ABE).” *New Directions for Continuing Education: Linking Philosophy and Practice* no. 15, edited by S. Merriam. San Francisco: Jossey-Bass, September 1982.

Lowe, J. “Making Staff Development Work.” *GED Items* 7, no. 1 (January-February 1990a):6.

Lowe, J. “Attending Professional Conferences.” *GED Items* 7, no. 2 (March-April 1990b):6.